

ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted Department of Commerce, National Telecommunications and Information Administration	2. Award Identification Number 55-43-B10539	3. DUNS Number 080490584
4. Recipient Organization UNIVERSITY OF WISCONSIN SYSTEM 432 N LAKE ST, MADISON, WI 537061415		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2011	6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"> <input type="radio"/> Yes <input checked="" type="radio"/> No </p>	
7. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.		
7a. Typed or Printed Name and Title of Certifying Official Emily Friend	7c. Telephone (area code, number and extension)	
	7d. Email Address emily.friend@uwex.edu	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-23-2012	

PROJECT INDICATORS																																																
<p>1. Does your Sustainable Broadband Adoption (SBA) project foster a particular broadband technology or technologies? If so, please describe this technology (or technologies) (600 words or less). The Building Community Capacity through Sustainable Broadband Adoption project does not foster one particular broadband technology over another. While we advocate for the build out of high capacity fiber to connect the community anchor institutions, our project is about increasing the effective use of broadband by communities, residents, businesses and public and civic institutions.</p>																																																
<p>2a. Please list all of the broadband equipment and/or supplies you have purchased during the most recent calendar year using BTOP grant funds or other (matching) funds, including any customer premises equipment or end-user devices. If additional space is needed, please attach a list of equipment and/or supplies. Please also describe how the equipment and supplies have been deployed (100 words or less).</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:15%;">Manufacturer</th> <th style="width:15%;">Item</th> <th style="width:15%;">Unit Cost per Item</th> <th style="width:15%;">Number of Units</th> <th style="width:40%;">Narrative description of how the equipment and supplies were deployed</th> </tr> </thead> <tbody> <tr> <td style="text-align:center">n/a</td> <td style="text-align:center">n/a</td> <td style="text-align:center">0</td> <td style="text-align:center">0</td> <td>no equipment was deployed</td> </tr> <tr> <td colspan="2" style="text-align:right">Totals</td> <td style="text-align:center">0</td> <td style="text-align:center">0</td> <td></td> </tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px 10px; background-color: #cccccc;">Add Equipment</div> <div style="border: 1px solid black; padding: 2px 10px; background-color: #cccccc;">Remove Equipment</div> </div>					Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed	n/a	n/a	0	0	no equipment was deployed	Totals		0	0																														
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<p>2b. To the extent you distribute equipment/supplies to beneficiaries of your project, please describe the equipment/supplies you distribute, the quantities distributed, and the specific populations to whom the equipment/supplies are distributed (600 words or less). no equipment was distributed</p>																																																
<p>3. For SBA access and training provided with BTOP grant funds, please provide the information below. Unless otherwise indicated in the instructions, figures should be reported <u>cumulatively</u> from award inception to the end of the most recent calendar year. For each type of training (other than open access), please count only the participants who <u>completed</u> the course.</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:35%;">Types of Access or Training</th> <th style="width:20%;">Number of People Targeted</th> <th style="width:20%;">Number of People Participating</th> <th style="width:25%;">Total Training Hours Offered</th> </tr> </thead> <tbody> <tr> <td>Open Lab Access</td> <td style="text-align:center">36,931</td> <td style="text-align:center">3,908</td> <td style="text-align:center">0</td> </tr> <tr> <td>Multimedia</td> <td style="text-align:center">55,076</td> <td style="text-align:center">143</td> <td style="text-align:center">165</td> </tr> <tr> <td>Office Skills</td> <td style="text-align:center">14,926</td> <td style="text-align:center">23</td> <td style="text-align:center">47</td> </tr> <tr> <td>ESL</td> <td style="text-align:center">0</td> <td style="text-align:center">0</td> <td style="text-align:center">0</td> </tr> <tr> <td>GED</td> <td style="text-align:center">0</td> <td style="text-align:center">0</td> <td style="text-align:center">0</td> </tr> <tr> <td>College Preparatory Training</td> <td style="text-align:center">0</td> <td style="text-align:center">0</td> <td style="text-align:center">0</td> </tr> <tr> <td>Basic Internet and Computer Use</td> <td style="text-align:center">85,753</td> <td style="text-align:center">1,020</td> <td style="text-align:center">1,575</td> </tr> <tr> <td>Certified Training Programs</td> <td style="text-align:center">0</td> <td style="text-align:center">0</td> <td style="text-align:center">0</td> </tr> <tr> <td>Other (please specify): various meaningful use</td> <td style="text-align:center">16,409</td> <td style="text-align:center">2,868</td> <td style="text-align:center">5,872</td> </tr> <tr> <td>Total</td> <td style="text-align:center">209,095</td> <td style="text-align:center">7,962</td> <td style="text-align:center">7,659</td> </tr> </tbody> </table>					Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered	Open Lab Access	36,931	3,908	0	Multimedia	55,076	143	165	Office Skills	14,926	23	47	ESL	0	0	0	GED	0	0	0	College Preparatory Training	0	0	0	Basic Internet and Computer Use	85,753	1,020	1,575	Certified Training Programs	0	0	0	Other (please specify): various meaningful use	16,409	2,868	5,872	Total	209,095	7,962	7,659
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<p>4. Please describe key economic and social successes of your project during the past year, and why you believe the project is successful thus far (600 words or less). A few stories highlighting the social and economic successes of the project: Twice per month computer labs/sessions have been offered to members of the Chippewa Falls Senior Center since October including information on basic computer use, internet searching, creating email accounts, and open lab sessions for members to bring in their computers or work on grant provided laptops and ipads. The interest in the sessions grew from four attendees to 12. Seniors are interested in connecting for many reasons (learning/researching, connecting with family, shopping and filling out forms, etc.). As a result of the growing interest, the availability of the Chippewa Valley broadband educator, and support from the county and the Aging Disability and Resource Center (ARDC) director, the center received funds through the Community Foundation of Chippewa County to purchase 4 touch-screen computers and a printer for permanent computer access for its members.</p>																																																

Kelsey Barton, a licensed massage therapist and recent graduate of the University of Wisconsin Platteville, launched her small business, Massages by Kelsey, in December 2011. Through the equipment check out program at the Platteville Business Incubator Kelsey was able to check out a laptop to see how she would use it before purchasing one herself. Kelsey reports that she will be purchasing a laptop to use for bookkeeping and maintaining her business website.

After participating in training offered by the College of Menominee Nation, John Barnes said "I'm very happy and grateful to have attended the small computer class, and by doing this I will receive more funding for school and support for my family." John is now excited for the semester and learned how to use the internet to help his studies at the College of Menominee Nation, Wisconsin.

Phyllis, who has participated in the open labs at the Superior Senior Center, said "At times when I might have been without a computer, I felt like I had lost one of my good friends. That's how much it's become a part of my life. I find now that I could never be without a computer. There are so many interesting subjects you can explore with a computer. You can shop at various web sites, play games, research medical information, research your heritage, type letters, keep in contact through e-mail with your family and friends. You can even read the daily newspapers. Like to cook? Research for new recipes. If you feel bored, go to the computer. It actually feels good to be doing something to keep your brain active while giving your memory a boost!"

In addition to specific successes with individuals or organizations our project has seen the following more general successes:

- The focus group interviews conducted in each of our demonstration communities indicate that each of our communities are well engaged in broadband efforts and understand the need for expansion
- Our baseline consumer telephone survey indicates that the statewide mapping efforts are over stating the coverage of broadband and that there is widespread understanding of the importance of broadband, even amongst those that do not subscribe. Our follow-up consumer survey is on schedule to be completed this fall.
- The nine video case studies profiling best practices in broadband are receiving about 200 views per month each since the first video was posted in September. Those videos have been very well received and are also being incorporated into educational programs.
- The National Connecting Communities Curriculum has been updated by a team of three Extension educators. Those resources are now being used by many state Extension services and will help inform the development of our Community Area Network manual.

5. Please estimate the level of broadband adoption in the community(ies) and/or area(s) your project serves, explain your methodology for estimating the level of broadband adoption, and explain changes in the broadband adoption level, if any, since the project began.

5a. Adoption Level (%):	Narrative description of level, methodology, and change from the level at project inception (600 words or less).
65	We estimate an average adoption level of 65% in our demonstration communities. This estimate is based on a consumer phone survey and supported by the other components of our baseline evaluation work including focus groups and a web survey. For the consumer phone survey we partnered with the statewide broadband telephone survey and have paid for over-sampling in each of our five demonstration communities to yield statistically valid results for the counties that make up our demonstration communities. These surveys have been conducted by Research First. This survey determined the percentage of households that subscribed to internet and the type of internet connection (DSL, cable modem, dial up, etc.). In the analysis of the statewide data, adoption level was determined by excluding households with no internet or with dial-up. We have followed the same analysis to determine the adoption level in our demonstration communities.

6. Please describe the two most common barriers to broadband adoption that you have experienced this year in connection with your project. What steps did you take to address them (600 words or less)?

As our educators have worked in their communities over the past year they have identified three barriers to adoption that are common across the communities: inadequate broadband, cost, and a lack of knowledge. Educators will use the state broadband maps and other resources to help those inquiring about service to identify private providers in their area. We continue to look for opportunities to partner with private providers to address one or more of the barriers. Through the education outreach program developed in each community we seek to address the lack of knowledge and show what can be done with broadband to encourage prioritization of resources to purchase broadband services.

7. To the extent that you have made any subcontracts or sub grants, please provide the number of subcontracts or sub grants that have been made to socially and economically disadvantaged small business (SDB) concerns as defined by section 8(a) of the Small Business Act, 15 U.S.C. 647, as modified by NTIA's adoption of an alternative small business size standard for use in BTOP. Please also provide the names of these SDB entities. (150 words or less)

No subcontracts or subgrants were made to socially and economically disadvantaged small business concerns.

8. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).

At the one-year mark we took time to reflect on lessons learned from our first year. The lessons shared here represent a theme or had a large impact on the project.

- Need local champion and local educator/project manager with established connections and dedicated time
- Cannot understate the importance of partnerships – well-chosen partners and good relationships.
- Be bold in asking for help and participation from local partners

- Time and face-to-face contact is needed to develop relationships. Focus on building trust and maintain through challenges.
- Political challenges created a sense of urgency that has helped our endeavor
- Build legislative relationships and support from beginning
- Underestimated the amount of time needed for start-up and are still finishing things just in time.
- The educators struggled initially to know what their education outreach programs should look like. A lot of trial and error was needed to figure it out.
- The learning curve was steep for our educators particularly in the area of promotion and media relations.